



Welcome to INSIDE EXTRA!

EXTRA on Thursdays and Sundays, in selected areas, provides news and features about the community, profiles of neighbors and neighborhood organizations, coverage of local government agendas, zoning and school board actions.

In articles, features and photographs, a particular area of the Washington metropolitan region is covered. Students can learn much about the locations in and geography of their area and surrounding areas through **EXTRA**.

In **EXTRA**, students will see the names and faces of local celebrities, community leaders and other residents. Stories and articles feature places “just down the road” or “right around the corner.”

The Post publishes one or more weekly sections for specified locales in the metropolitan area:

Anne Arundel Extra (Published Thursday)

Arlington/Alexandria Extra (Published Thursday)

District of Columbia Extra (Published Thursday)

Fairfax Extra (Published Thursday)

Montgomery Extra (Published Thursday)

Prince George’s Extra (Published Thursday)

Howard Extra (Published Thursday)

Southern Maryland Extra (Published Thursday and Sunday)

Loudoun Extra (Published Thursday and Sunday)

Prince William Extra (Published Wednesday and Sunday)

EXTRA provides students the opportunity to explore and learn about that part of their world that is only one step beyond their own homes.

- Ask students to scan **EXTRA** to find names and/or photographs of local people and places.
- If this particular edition of this section carries articles about their school system or their school, challenge students to find the article(s) in which their school system or school is mentioned.
- If this particular edition carries All-Met teams, ask students to create an All-Met team. Compare their team’s composition with The Post’s selections.

Have students look for examples of the following:

- Advertisements
- Columnists and opinion pieces
- Consumer information
- Health information
- News articles

Use **EXTRA** to apply mathematics skills.

- Locate **HOME SALES**. Within each real estate division, locate the home that sold for the most money. The least money.
- Locate **LOCAL TASTE**. Compare the prices for appetizers and meals. Which restaurant offers items with the highest prices? Lowest prices?
- Locate the **CLASSIFIED** insert. Find the best buys for particular items.

Though the section focuses on their own community or their own neighborhood, students can also learn how the thinking and actions of people in other places can impact their lives. If a far-away place is featured in a headline or picture, ask students to think about why it appears in their **EXTRA**.

The events and issues covered by **EXTRA** demonstrate the interdependence of people who live in a community. These are important lessons about the balance that must exist between sharing space and, at the same time, protecting and valuing individual rights. The encouragement “to weigh in,” to write letters to the editor and to send reactions to current actions and issues is democracy and free speech in action. In very meaningful ways, **EXTRA** extends any social studies or civics text.

In January 2004, **EXTRA** redesigned its pages to make it easier to read. The staff listing on page 2 was expanded so readers could contact **EXTRA** easier. Have students send ideas for coverage or questions and compliments about reporting to the appropriate person.

The lessons that follow integrate learning about one’s community with the application of critical reading and thinking strategies.

Highlights of Extra

<i>ANIMAL WATCH</i>	Animal cases reported by animal control divisions and shelters
<i>CALENDAR</i>	Community events sponsored by public and nonprofit organizations
<i>CLASSIFIED SECTION</i>	Marketplace for local jobs, car, apartments and more
<i>CODE VIOLATIONS</i>	Food establishments closed for health code violations, compiled from health department reports
<i>CRIME WATCH</i>	Recent crime reports received by local police departments
<i>DEVELOPMENT – MAP</i>	Monthly maps of approved development projects, zoning and zoning meeting
<i>DR. GRIDLOCK</i>	Dr. Gridlock offers therapy for that most intimate relationship: the one between you and your commute
<i>FOR THE RECORD</i>	How major bills fared and how local congressional members voted
<i>HEALTH WATCH</i>	Bereavement support, education/self-help, and support groups provided by public and nonprofit groups
<i>HOME SALES</i>	Recently recorded home sales. To find sale and assessment records for homes in the Washington area, visit www.washingtonpost.com/realestate .
<i>LOCAL TASTE</i>	Reviews and dining out in your community
<i>MILITARY MATTERS</i>	Steve Vogel twice a month covers local military units and facilities, as well as items of interest to service members and retirees, civilian employees and family members.
<i>NEWS BRIEFS</i>	Daily in Metro and in Extras
<i>PRECIOUS PETS</i>	Classified messages for and about pets
<i>RELIGION NOTES</i>	Arlington/Alexandria, 2 nd and 4 th weeks; Fairfax, Prince George's and Montgomery every week; Loudoun, Thursday
<i>SPORTS</i>	High school sports highlights
<i>VOLUNTEERS</i>	Non-profit groups that need help for a day, a week or on a regular basis

Community Events

GENERAL PROCEDURE

In a metropolitan area it may be difficult to feel at home or have a sense of community. **EXTRA** provides CALENDAR to highlight concerts, workshops, yard sales and activities that are taking place that week near the reader.

Have students locate CALENDAR in the Inside key to **EXTRA** to prepare for the following exercises. Templates for graphs may be prepared ahead of time for the Level 2 exercise.

1 Have each student select one event of interest from the Saturday column in CALENDAR. Information contained in the listings will be used to complete a five-column chart on the board. The five columns that read across the top should be labeled “Event,” “Location,” “Intended Age Group,” “Time” and “Cost.”

Record the information that students have gathered.

Extension: Each student can draw a picture illustrating his/her involvement in this activity.

Academic Content Standards and Skills

Maryland Reading/English Language Arts, Students will read, comprehend, interpret, analyze, and evaluate informational texts.

Virginia English, Grade 7, The student will use knowledge of text structures to aid comprehension. Organize and synthesize information for use in written and oral presentations.

Washington, D.C. Reading/English Language Arts, Grade 5, Language for Meaning Making, The student recognizes various structures of text as aids to comprehension.

Fundamental Aim:
Performing a Task

Sub-skill Reinforcement:
Understanding forms, locating information, identifying, categorizing, evaluating, drawing conclusions

2

Ask students to complete the Level 1 activity, including the preparation of the chart. Each student will report his/her choice to the class. As the reports are given, tally the selections on the chalkboard or on a large tablet.

Other data should also be collected: Categories might include:

- boys' choices versus girls' choices
- music-centered versus non-music activity
- outdoor, physically active event versus indoor, spectator event
- physical activity preferred by girls versus physical activity preferred by boys

When all reports are in, the information can be converted into line or bar graphs.

Using these graphs as the only source of information, lead students in a discussion in which questions such as the following are addressed:

- Which activity is most popular with the whole class?
- Which activity is least popular with the whole class?
- Which activity was most popular with the girls in the class?
- Which activity was most popular with the boys?

Extension: If an activity is actually attended during the week by one or more members of the class, students should be encouraged to share their experiences with the class.

3

Lead students in an analysis of the CALENDAR column in preparation for the following exercise. More than the type of events listed, the analysis should focus on the way in which the information is organized to facilitate clear, concise communication.

Students should note whether the activities are grouped by

- type
- the day on which they are scheduled
- intended age group
- free or fee

Attention should be given to the use of any coding and/or whether some information could be expressed more efficiently using codes. In what way could this type of detailed information (or other data) be most clearly presented?

- Are the costs clear?
- What about the cost for children versus adults?
- Is there a discount for senior citizens and/or students?
- Is there a group rate?

Based on this analysis of the organization of information, students are to draft an events calendar for their school. Activities and events to include might be testing dates, parent-teacher meeting days, assemblies, club meetings, sporting events, concerts and plays. Decisions will have to be made as to how best to organize and present the information in the clearest format possible. The finished product can be offered to the school office or school newspaper or posted on the bulletin board display.

Driving with Dr. Gridlock

GENERAL PROCEDURE

Dr. Gridlock appears in **METRO** on Sunday and in **EXTRA** on Thursday. The column focuses on traffic issues, problems and alternatives. Questions and comments can be sent to Dr. Gridlock at drgridlock@washpost.com.

Have students locate DR. GRIDLOCK in the Inside key of the **EXTRA** edition to prepare for these exercises.

1 To prepare for this exercise, reproduce DR. GRIDLOCK's logo — the knotted highway sign — on an overhead transparency or on individual sheets of paper.

Without explaining where the picture came from, ask students to think about what the sign might mean. Where have they seen similar signs? What appears to have happened to the arrow on this sign?

Explain to students that this symbol is used to represent a regular column in **EXTRA**. Based on the column's symbol, ask students to make some predictions about the subject addressed within the column. Students should justify their thinking. Once it has been determined that the column focuses on traffic issues and problems, confirm the predictions by directing the learners' attention to the DR. GRIDLOCK column.

Do students know what a "gridlock" is? (Webster's defines "gridlock" as "a traffic jam, as at an intersection, in which no vehicle can move in any direction.") How does the column's symbol and the column name give the same message about the column's subject? Why is the column called "DR. GRIDLOCK?"

Have students read or follow a reading of the column. (It may not be necessary to read the whole column to establish what issue or problem is being addressed.) Have students or the drivers in their family experienced this problem? Do students agree with the solution or opinion expressed in the column?

Extension: Using the Dr. GRIDLOCK symbol as a model, what appropriate picture or symbol could be designed for other regular features in **EXTRA**? Crime Watch? Newborns? Home Sales? Theater? Volunteers? News Near You? Calendar? Designs could be created by individuals or partners.

Academic Content Standards and Skills

Maryland Reading/English Language Arts, Students will read, comprehend, draw conclusions and inferences and make generalizations and predictions from text. Apply text for personal use or content-specific use.

Virginia U.S. and Virginia Government, The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by practicing courtesy and respect for the rights of others; practicing respect for the law.

Washington, D.C. Reading/English Language Arts, Grade 5, Language as Meaning Making, The student recognizes various structures of informational text as aids to comprehension; e.g., main idea and details sequence, compare and contrast.

Fundamental Aim:
Reinforce Interacting

Sub-skill Reinforcement:
Comparing and contrasting, identifying, locating information, drawing conclusions, categorizing, critical thinking, developing visual imagery

2

Have students read the DR. GRIDLOCK column, make a list of what transportation problems have been mentioned and categorize them according to type.

Based upon their travel to and from school, students should share what intersections and roads, human behavior or weather conditions cause the most problems.

Students could also poll teachers, parents and neighbors to learn what problems they encounter. With this information, students could either prepare a letter to DR. GRIDLOCK reporting on their findings or brainstorm for solutions to one problem and write to DR. GRIDLOCK with their ideas and/or solutions.

To send a letter to DR. GRIDLOCK, students must make note of the information listed in the bottom of DR. GRIDLOCK's column.

DR. GRIDLOCK may be reached at:

Dr. Gridlock
1150 15th Street N.W.
Washington, D.C. 20071

Or

drgridlock@washpost.com

3

Direct students' attention to the DR. GRIDLOCK column. How does this column reflect our society? Though the column certainly responds to the amount of traffic in our area, challenge students to look deeper and think "higher."

DR. GRIDLOCK's message often targets the more human elements of driving — patience, courtesy, helpfulness, common sense. What does the current column suggest about drivers' behavior ... or, indeed, people's behavior generally? Is the picture a positive one or a negative one? Though the behavior described is manifested in driving, in what other activities or contexts might the same behavior be seen or experienced?

Ask students to hypothesize the underlying cause(s) for this positive or negative human response. Are there news stories in **EXTRA** (or in other sections of the paper) that report events or conditions that may cause drivers (people) to respond in this way?

Extension: Have the class determine the year in which most of the class members will be in their early forties. What Dr. Gridlock-type column(s) might be appearing then? What would the column(s) be called? What symbol(s) would illustrate the column(s)? As in today's column, what aspects of this future society's attitudes and values might be reflected in the column(s)?

Individuals or small groups of students might draft a column for a date in the year _____. The presentation of the column to the class should include an explanation of how the column's topic reflects the views, values, events and behaviors of society as it might exist in the students' middle-age years.

Volunteer for Community Service

GENERAL PROCEDURE

Fulfilling service requirements in and out of school is the way most students become “volunteers.” Many are surprised to find that giving of their time and abilities is very satisfying. Some even see it as a responsibility of citizenship. Opportunities to give back to one’s community can be found in **EXTRA**.

Have students locate the **VOLUNTEER** section in **EXTRA** to prepare for the following exercises. This exercise can be done over a period of time and individually or in groups.

Note: You may wish to list below any service requirements in your school or school system. Use this to inform students of what is expected of them.

Academic Content Standards and Skills

Maryland
Social Studies, Political Science, Students will describe the responsibilities of being a good citizen, such as voting, being informed, following laws, participating in government and volunteering. Analyze the role of individual and group participation in creating a supportive community.

Virginia
U.S. and Virginia Government, The student will understand that thoughtful and effective participation in civic life is characterized by performing public service.

Washington, D.C.
American Government, Citizenship, The student identifies contributions of citizens and civic groups to public policy, legal reform, justice and public safety. Service learning or community service.

Fundamental Skill:
Reinforce Developing Positive Attitudes and Personal Interests

Sub-skill Reinforcement:
Locating information, categorizing, comparing and contrasting, drawing conclusions, decision making, evaluating

1 In preparation for this exercise, gather together information about volunteer opportunities around the school and/or in the community that would be available to your students.

Open a class discussion by asking students to think about the last time they offered to help someone do something or readily agreed to help when asked. The task may have been as simple as holding a door open. The job may have required more responsibility — looking after a younger brother or sister for example. Each student should be encouraged to contribute an example.

Do students know that in doing these jobs, they were “volunteers”? Based on the experiences they’ve shared, ask the children to define a “volunteer” in their own words or to give examples of volunteers they know. Is there a volunteer fire department or rescue squad in the community? Here is an opportunity to have a guest speaker talk about what it means to volunteer ... while at the same time covering an objective in the social studies or science program.

Ask students to use the **EXTRA** table of contents (Inside key) to locate the VOLUNTEERS section. Guide them in a survey of the various kinds of help needed. Some vocabulary may not be familiar to the children. Use context to help students understand the meaning of words such as:

to aid	host/hostess	seek(ing)
to assist	to participate	a shift
a docent	to provide	to staff
to greet	recruit(ing)	to work with

In asking for volunteers, what are some of the organizations’ requirements?

- Minimum age?
- Driving ability?
- Men? Women?
- Special skills?

Ask students to offer explanations as to why a certain skill or type of person might be requested.

If they were able to volunteer, what opportunities would interest students most? Talk with the class about the volunteer opportunities that are available to them around the school and/or community.

2

This exercise uses two sections of **EXTRA** — VOLUNTEERS and CALENDAR.

Work with students in reviewing the volunteer opportunities listed in **EXTRA**. As in the Level 1 exercise, encourage the use of context to help with the meaning of unfamiliar words and terms such as:

agency	mentor
liaison	minimum
maximum	orientation

Guide the class in a discussion of specific types of assistance generally sought through the VOLUNTEERS section. If an “ad” does not mention specific tasks to be done by volunteers, ask students to predict the kinds of jobs volunteers would be asked to do based on the activity described or the agency or organization’s general purpose or focus.

Compile a list of these jobs on the chalkboard, overhead or chart tablet.

Next, ask students to find CALENDAR in **EXTRA**. Divide the class into groups of three or four students. (Consider having one group for each day on CALENDAR.) In reading through the events listed for their calendar days, group members are to predict what kind of volunteer tasks may be needed before, during and after the event. The list compiled during the earlier activity can help students with this predicting.

As groups report back to the class, explaining their events and the volunteer tasks, add to the list begun earlier. When all groups have contributed, review the many verbs used to describe the kind of work volunteers can do.

Extension: Perhaps a local (or school) event could indeed benefit from some enthusiastic volunteers who have already determined how they can be of help!

3

This exercise recreates **EXTRA VOLUNTEERS** sections on a class bulletin board.

Divide the class into pairs. Ask each student to use the **VOLUNTEERS** section of **EXTRA** to choose a volunteer opportunity to which he or she can actually respond. As an alternative, a student could use the section's entries as models for writing a Volunteer-type "ad" for volunteer work they have done or are already doing.

Once a student completes the volunteer work, his or her partner will conduct an interview with the student and, if possible, with the person who coordinated and/or supervised the student's volunteer work. Based on these interviews, each student will write a brief story modeled after *Neighbors* articles which describes their partner's volunteer work and recognizing the student's community service.

Each "ad" and its corresponding write-up can be displayed on a class bulletin board, perhaps alongside a picture of the volunteer.

Writing About Community

GENERAL PROCEDURE

The District, Anne Arundel, Howard, Montgomery, Prince George's, Southern Maryland, Alexandria, Arlington, Fairfax, Loudoun and Prince William — all great places to call home and **EXTRA** special places to learn about community. Whether known through a photograph, a person or a personal experience, community provides a starting point.

Have students scan the photographs in **EXTRA** to prepare for the following exercises. Level 1 will require the use of a map showing the distribution area for **EXTRA**. You will need a map of your county and school zone or a book of maps that show streets in your community. Post the map on a classroom bulletin board. For the Level 3 exercise, save **EXTRA** for two to three weeks.

1 Ask students to scan **EXTRA** for pictures of places, people and things which can be located on a community map using the picture's caption or information from the accompanying article. A few examples follow (locations have been italicized):

- Mr. Gavin Stonebridge of *Rigby Circle* recently won \$8,000 during an appearance on "Wheel of Fortune."
- While excavating for the new *Westfield Mall*, construction workers unearthed this unspent Civil War artillery shell.
- Dr. Marie Davenport has been named the new academic dean at *Gowan College*.
- Virginia state game wardens, from front, Brad Howard, Mark DiLuigi and Jerry Simms, roll a bear sedated with a tranquilizer dart over onto a tarp. The bear, later taken to the wild and released, was caught in *Herndon* in woods across from the *Worldgate complex*.

If location is given in the cutline, students should underline, highlight or otherwise indicate the location. If the caption does not specify a story location, a brief caption such as the above examples should be written based on information found in the article. Again, these student-written captions should draw attention to the location via underlining or highlighting.

The collected, captioned pictures should be posted around the regional map. A piece of colored yarn is then stretched from the picture to the corresponding location on the map.

Academic Content Standards and Skills

Maryland
Reading/English Language Arts, Students will compose oral, written and visual presentations that express personal ideas, inform, and persuade.

Virginia
English, Grade 8, The student will read, comprehend and analyze a variety of informational sources.

Washington, D.C.
History, Grade 3, Social Diversity and Social Change, The student summarizes local and community issues found in current events (newspaper articles, periodicals, magazines and journals).

Fundamental Aim:
Reinforce Interpreting

Sub-skill Reinforcement:
Identifying, locating information, sequencing, drawing conclusions, critical thinking, analyzing, developing visual imagery

2 Ask students to select a photograph of interest to them from **EXTRA**. Working individually or in pairs, students are to consider what is happening in the picture, what just happened and/or what is about to happen.

Next, students are to find and circle a small detail in the picture — a paper cup on the ground, a button on a suit, a book being carried.

Ask students to draft an account of what just happened, is happening or is about to happen from the point of view of the circled object. As much as possible, the writer's perspective should be that of the circled object. How would the events look from the point of view of a paper cup lying in the grass? As seen through a buttonhole, how could events look to a suit button? What would be the unique view of a book being carried along on a walk?

3 Have students read the **EXTRA** cover story and news articles from several weeks' editions.

- What do students learn about their community through these articles?
- What makes them proud to be residents in this area?
- What makes them want to improve their community?
- What information might be of interest to their families?

Have students read **SPORTS** of **EXTRA**.

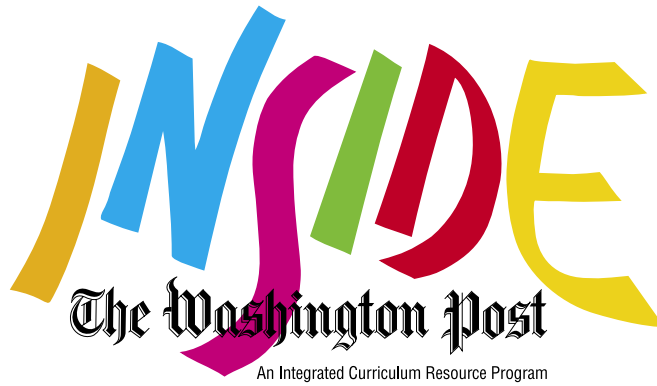
- Do they know the athlete(s) mentioned?
- Would they add information to the article?
- Who would they suggest that **SPORTS** cover?

Have students read **LOCAL TASTE** column in **EXTRA**.

- Have they been to the restaurant?
- What features of the restaurant are highlighted in the column?
- Did the writer like the food and atmosphere of the restaurant?
- Is the meal a good value?

Having become familiar with these parts of **EXTRA**, students should write either a cover story, sports article or restaurant review for their student newspaper.

The resulting story should be shared with the class. They may be displayed on an appropriately titled bulletin board. Students may accompany the story with photographs or illustrations.



You have just reviewed and used suggested activities from one section of an online manual provided by The Washington Post’s INSIDE program. Each section of the daily Post is introduced and examined from the perspective of using it as a teaching tool and resource. Online lessons are found at www.washpost.com/nie. The sections for which activities are provided are:

- A Main News
- B Metro
- C Style
- CC KidsPost
- D Sports
- E Business
- EE Washington Business
- F Health
- G Food
- H Home
- I Extra
- J Weekend

An index to the manual and to other Post online guides are found in INSIDE Index.

The Post’s Educational Services, a Newspaper In Education affiliate, serves schools in Maryland, Virginia and Washington, D.C. For more information about resources available to you and your students, contact the following:

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